



STATE OF COLORADO

CLASS SERIES DESCRIPTION

September 1, 2001

TEACHER

J1A1 TO J1A3****

Specialty Areas

A.	Academic (II & III)	G.	Vocational (Teacher II & III)
B.	Teacher I (Academic)	H.	Teacher I (Vocational)
C.	Teacher I (Academic)	I.	Teacher I (Vocational)
D.	Teacher I (Academic)	J.	Teacher I (Vocational)
E.	Teacher I (Academic)	K.	Teacher I (Vocational)
F.	Teacher I (Academic)	L.	Teacher I (Vocational)

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Teacher Occupational Group and describes work in teaching and administration of educational programs, both academic and vocational. By statutes C.R.S. 22-60-102 and 104, a license or credential is required in this class series.

Work in this occupation involves instructing students in subject matter utilizing various teaching methods, such as group instruction, demonstration, and audio-visual aids; preparing course outlines and lesson plans for the classroom and lab or shop; assigning lessons and correcting homework; maintaining order and discipline; testing to evaluate progress and recording results; and, counseling students to assist them with adjustments to instructional and social settings, often so the client or inmate can return to the community. Teachers may also keep related records, e.g., attendance, progress and achievement levels. Most teachers work in security settings where they follow policies and procedures to ensure the safety of themselves and others.

Note: Vocational teaching programs differ from training or apprenticeships in a trade by the instruction of a program that is approved by the community college system and includes a classroom component teaching

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basic theory to a group of students. The focus is on teaching a marketable skill or trade upon completion of the course of study as opposed to one-on-one, on-the-job training of an employee.

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TEACHER I

J1A1**

CONCEPT OF CLASS

This class describes the fully operational academic or vocational teacher. In this class, positions use a variety of teaching methods and behavioral management techniques to instruct students. Such methods include group instruction on theory, concepts, and terminology, and demonstrations of skills, techniques and methods, and use of lab or shop tools and equipment. Teachers may also maintain student records of grades and attendance, share observations and notes with treatment team members, hold parent conferences, and meet with schools in preparation for transition after discharge. Also included in this class are positions performing work as an education diagnostician. Diagnostic work includes administering and scoring standardized academic and vocational tests to assess the current functioning level and need for special education, collecting background information, and interpreting and communicating findings in order to establish educational goals. Such testing is focused on educational needs and does not include interpretation of psychological tests that would be done by a psychologist. This level also includes positions receiving orientation to the agency setting within the initial probationary period.

Note: The actual pay grade of an individual teacher in this class varies based partially on educational achievement. (Refer to the current compensation plan.)

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, within content area curricula guides and educational program policies and objectives, the teacher determines how to implement the educational process for a given student by writing lesson plans, selecting instructional materials and methods, and selecting the individual behavioral management techniques to apply. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. For example, the teacher must consider educational techniques and the students' capabilities in order to design an instructional plan to implement the educational process on a practical level. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, within allotted space and classroom funds, positions in this class choose and

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requisition materials that will provide the best instruction of students.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study educational information and student capabilities to determine what they mean and how they fit together in order to get practical solutions in the form of lesson plans and approaches to individual behavioral management and motivation. Guidelines in the form of educational theory and techniques, educational program policy and procedures, agency rules and regulations, and legal requirements and standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. For example, teachers must select the most appropriate technique from behavior management guidelines and adapt instructional strategies and program curricula to the needs and skills of the student. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, the diagnostician chooses from a battery of tests when assessing the individual student's educational level, which may vary from case to case given the circumstances of the specific individual.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. The primary purpose of this occupation is to educate students in the theories, concepts, and skills and practices of an academic or vocational subject. Teachers also clarify the findings of educational tests by interpreting results for others who do not have an educational background.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

TEACHER II

J1A2**

CONCEPT OF CLASS

This class describes the first-level supervisor. In addition to teaching, positions supervise at least three full-time equivalent positions and are responsible for planning and monitoring an educational program component or unit in an agency. Work includes implementing policy and procedure to comply with guidelines, evaluating the program component to assess areas for change and recommend curricula guidelines, preparing the annual budget request for the program component or unit and monitoring allocated funds, and evaluating and monitoring the effectiveness of staff and organizing staff training. The Teacher II differs from the Teacher I on Decision Making, Complexity and Line/Staff Authority.

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FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. For example, within an agency's general educational program, positions in this class determine the processes for the specific program component or unit. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions in this class use assigned staff and funds to operate the program component or unit and to recommend program changes. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of educational theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist; they are inadequate so they are relevant only through approximation or analogy. For example, positions in this class adapt policy, curricula guidelines, and educational standards and strategies to fit the needs of the specific program component or unit. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions use resourcefulness in using existing resources to keep the program component or unit functioning and to comply with the agency's educational program policies and objectives.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. The primary purpose of this occupation is to educate students in the theories, concepts, and skills and practices of an academic or vocational subject. In addition to teaching, positions in this class clarify to other teachers the intent of processes and procedures for the specific program component or unit.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one

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of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

TEACHER III

J1A3**

CONCEPT OF CLASS

This class describes the position functioning as the director of an educational program or school for an agency. Positions in this class prepare and monitor the budget for an agency's program or school, including allotting instructional funds to each academic and vocational teacher; establish the organizational structure for the agency's program or school; and, plan and monitor the educational program. Programmatic responsibilities include assessing program needs, developing program or school curricula, evaluating the program and making adjustments, and formulating the standards and procedures to comply with certification requirements established by other state agencies. The Teacher III differs from the Teacher II on Decision Making, Complexity and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the four factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, positions in this class establish the annual budget request and approve expenditures for the program or school, develop the operating plan, and establish processes for compliance with state certification requirements. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future. For example, based on program evaluation and assessment, positions in this class adjust program standards and curricula.

Complexity -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. For example, positions in this class write policy and procedure, and develop educational guidelines to implement the educational program in an agency whose primary mission is not education. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For

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example, in establishing guidelines to implement an agency's educational program, positions in this class must consider educational theory and strategy along with behavioral and treatment techniques for students with mental, physical, or criminal behavior considerations.

Purpose of Contact -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions in this class negotiate with the Colorado Department of Education on compliance requirements for certification and with school districts on special education services as students transition. Such negotiations impact the educational program in an agency, including fiscal resources.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DEFINITIONS

Academic: certified instruction of theoretical and social/life subject matter.

Vocational: certified instruction of basic theory and the development of manipulative skills in a specific trade.

*B - *F and *H - *L: codes for salary purposes in the Teacher I class; *A and *G codes for salary purposes in the Teacher II and III classes. Refer to the compensation plan.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

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CLASS SERIES HISTORY

Effective 9/1/01 (DLF). Teacher consolidation study - revised class descriptions and minimum qualifications. Published as proposed 6/19/01.

Effective 9/1/93 (KKF). Job Evaluation System Revision project. Converted Academic Teacher (B0261-5) to Teacher I (J1A1*B-F). Converted Academic Teacher (B0266) to Teacher II (J1A2*A). Converted Academic Teacher (B0267, 9) to Teacher III (J1A3*A). Converted Vocational Teacher (B0271-5) to Teacher I (J1A1*H-L). Converted Vocational Teacher (B0276) to Teacher II (J1A2*G). Converted Vocational Teacher (B0277) to Teacher III (J1A3*G). Published as proposed 4/9/93.

Revised 7/1/90 (SH). Changed pay grades for Academic and Vocational Teacher I and II.

Created 7/1/78. Academic Teachers (B0261-B0267), Educational Supervisor (B0269), Vocational Teachers (B0271-B0277).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Teacher I	Operational	Patterned	Clarify	Indiv. Contributor
Teacher II	Process	Formulative	Clarify	Unit Supervisor
Teacher III	Interpretive	Strategic	Negotiate	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel/General Support Services